esha magazine

MARCH 2020

School leadership in 2020 Trends and challenges for quality and inclusion

esha
European School Heads Association

ESHA magazine is the official magazine of the European School Heads Association, the Association for school leaders in Europe. ESHA magazine will be published four times per school year. You are welcome to use articles from the magazine, but we would appreciate it if you contacted the editor first.

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ESHA is an Association that consists of 37 Associations of School Heads and Educational employers in 24 countries in (pre-)primary, secondary and vocational education.

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SOCIAL MEDIA

In this issue

MARCH 2020

- Column ESHA President Barbara Novinec
- Open Schools for Open Societies: The start of a movement
- From figurehead to overloaded handyman: Norwegian Association of School Leaders on the well-being of school leaders
- Multinclude: Passionate about and devoted to inclusion?
- Fisica in moto: minds-on & hands-on interactive physics workshop
- CHILD-UP: Children Hybrid Integration: Learning Dialogue as a way of Upgrading Policies of Participation
- PHERECLOS: Non-formal providers taking the lead in open schooling
- Learning: distress or challenge?
- Upper project
- GEM: Gender Equality Matters
- ESHA 2020 Conference
- Coming up in the next issue

Work-life balance and wellbeing are rights and not a privilege, also in education

It is already at the very start of the new decade that we have come to realise how true the saying "New year, new challenges" indeed is. The variety of issues and topics we must address is becoming broader and consequently we must no longer be just active, but rather proactive, especially in our line of work.

The field of education is namely the one, which sets upon us a lot of responsibility and difficult decision-making, as schools and educational institutions are communities where real life with all that it entails happens on a daily basis.

How significant in fact the sense of community is, was also discussed at the closing conference of the “Open Schools for Open Societies” project, which during its three-year running period aimed at helping a thousand European primary and secondary schools with opening up to their communities. An Open School provides a more engaging environment for pupils and students as the they are connected to the real needs of the community which also offers expertise and experience to teach, motivate and last but not least, to inspire the pupils and students.

We might live in the era of rapid technological development in which interactions have become more accessible, nevertheless, it is the leaders who facilitate these interactions and in doing so create a sense of community. Particularly leaders in education are essential in putting education policy into practice as well as in connecting schools to the wider communities.

It is because of their often multi-tasking roles that school leaders, similarly to teachers, have been facing many increasingly difficult working conditions, particularly in terms of workload. This fact has been reported on and discussed as one of the priority issues at the ESHA General Assembly which took place 14th and 15th February 2020 in Lisbon and which was attended by 40 representatives from 28 countries.

One of the key points on the agenda of the Assembly was for the school heads and the representatives of national School Heads Associations to update the ESHA 2020-2024 Strategy in draft document. They pointed out the pressing issue of wellbeing and work-life balance among school leaders as the workload for teachers as well as for school leaders has been increasing up to 50 working hours per week.

However, it is not just the mere amount of working (over)time, the more worrisome fact is that particularly the administrative working tasks are on the rise and simultaneously there is a growing amount of responsibility laid upon the shoulders of school leaders. The school leaders are not only responsible for setting up a healthy school climate, but their crucial agenda must also lie in developing teacher leadership as this is their strongest ally in achieving the desired school climate.

Therefore, it is not surprising that school leaders of today often experience the overwhelming sensation of not being able to accommodate everyone's wishes and interests. School leadership is indeed a central ingredient of educational improvement, but how to lead the change can be a difficult task and certainly not one that should consume the person as a whole beyond reasonable expectations.

Therefore, school leaders should be supported by becoming familiar with a reasonable set of priority leadership tasks. Furthermore, they should be provided with a professional development framework of guidelines and trained in the areas of the needed expertise, primarily that of being effective communicators. All of these aids, along with the informational technology's input in their performance, would assist school leaders with the much-needed cooperation and ensure their wellbeing.

Maintaining wellbeing of all parties, included into the educational process, is after all the most important agenda. In the recent years the wellbeing of the employees everywhere has been revolving around the work-life balance, an aim which has rightfully become a right of not only school leaders, but also of teachers and educators overall. They have also fallen victim to the increasing expectations and requirements of their working environment, especially due to the administrative demands.

“You can’t do a good job if a job is all you do” should nowadays no longer be just a saying, but the accepted mind-set of all workers, but even more so of us, fighting for a better tomorrow in the educational field. As teachers and school leaders, we should be the role models of the future generations also when it comes to making them realise that the satisfaction in life is the prerequisite of the satisfaction at work- and not the other way around.

Facing shortages of school leaders and teachers and how to prevent that the lack of pedagogical staff results in lower quality of education are only some of the challenges that will be the topics among the participants from around Europe at the ESHA Biannual Conference in Limassol, Cyprus, taking place from 21st to 24th October 2020, entitled “School Leadership 2020+ Trends and Challenges”.

Be sure to join us and contribute your valuable experience and insight into education maintaining its role as the passport to the future in many decades to come. ■

Barbara Novinec
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The Open Schools for Open Societies project: The start of a movement

Innovation is not conceived as an isolated event, rather as a process, which can turn into a “movement”. Innovation is the word we use when an idea, usually about a change is so well received that it becomes valuable to those involved. The consortium partners of the OSOS project believe that the project may end in a month, but the Open Schools movement will continue! Currently, over 1168 schools participate in our project.

The OSOS-project will enable schools to:

- Reach out to members of their community and build lasting relations
- Offer students the unique possibility to learn from real life projects
- Develop students' competences such as team work, problem solving, presentation and entrepreneurial skills
- Improve students' motivation and self-esteem
- Build a network of stakeholders and benefit from their knowledge and resources

OSOS CONFERENCE IN LISBON

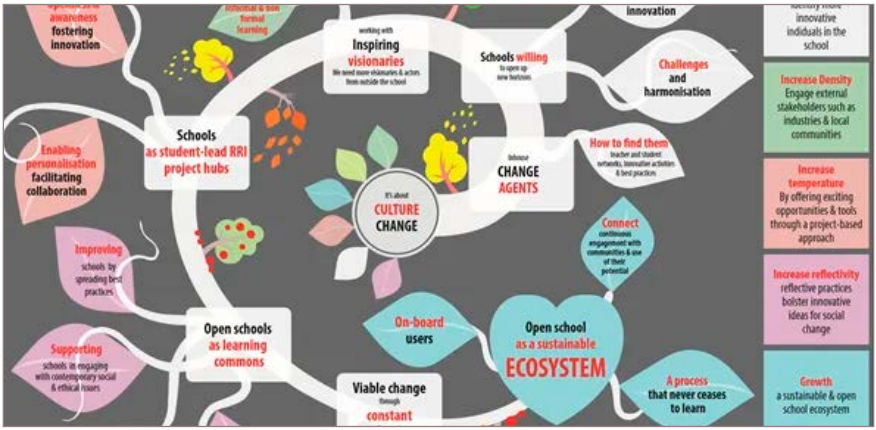
A celebration of OSOS student-led projects in Portugal marked a hugely successful implementation in Portugal. Over 150 students and teachers from all corners of the country assembled in the Pavilhao Do Conhecimento on Friday the 14th of February 2020 to showcase their exciting work and share their experiences with the OSOS consortium, national policy makers, university professors and 35 representatives of school leaders' associations from 21 European countries. The highlight of the event included inspiring talks by the students on their work and on what they think are the real challenges in education and a stimulating poster session with over 30 school projects, addressing climate change, local environmental issues, democracy, participation, inclusion, engagement, sciences, the threat of misinformation, outdoor education and other contemporary ideas.

LEARN ABOUT THE OSOS OPEN SCHOOLING MODEL

The OSOS Open Schooling Model provides a powerful framework for

school leaders to engage, discuss and explore how their schools need to evolve, transform and reinvent with the objective to facilitate open, more effective and efficient co-design, co-creation, and use of educational content tools and services for personalized science learning and teaching; how schools can become innovation incubators and accelerators.

More information about the model can be found here: https://www.openschools.eu/open-school-model



ESCAPE BOXES PROJECT IN ISRAEL

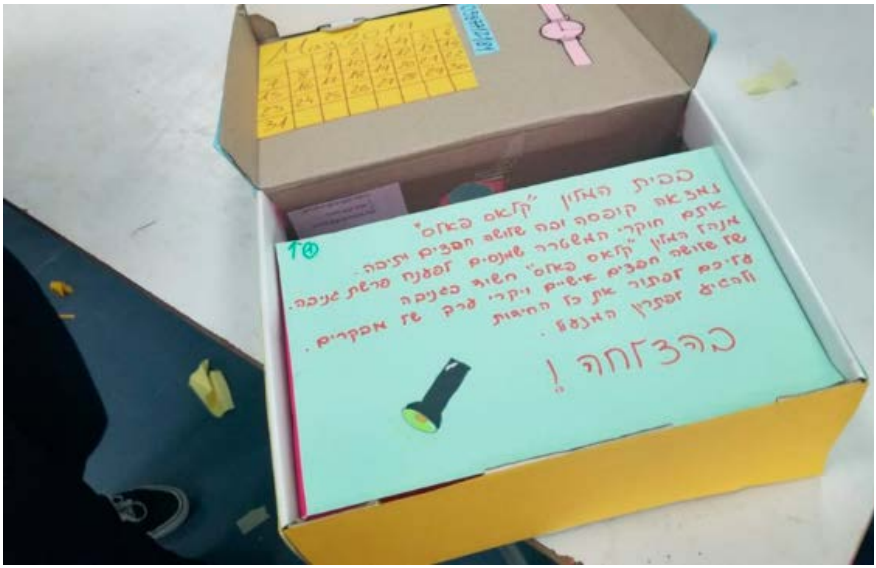
As part of their math studies, 8th and 9th grade students at ORT Dafna Middle School in Kiryat Bialik, Israel, created “Escape Boxes” focused on geometry. Escape Box is a game designed to crack the code for opening the box by struggling with tasks, puzzles and clues. In this way, the students, who work in teams, practice the subjects taught in geometry in an experiential way that increases motivation for mathematics studies. At the same time, they also develop skills that are particularly relevant to 21st century life: communication, teamwork collaboration, critical thinking, creativity and innovative thinking.

After the students had created and experimented with Escape Boxes, the unique phase of the OSOS project began. During a few weeks period, the project went through 4 main stages during which 9th graders from the local Elementary Schools were enthused to create their version of the Escape boxes. The kids reacted enthusiastically: “It was really fun. We solved exercises in math, but it didn’t feel like a lesson, it was more like a game.” Another student stressed, “It was really nice that the people who gave the activity were the students and not the teachers.”
The project has led to the creation of a learning community in their town, which consists of several schools that can now collaborate with each other. This unique interpretation for the OSOS approach, in which older students teach young students, offered a great opportunity for older students to step into their teachers’ shoes, take on responsibility and teach other children – and on the way to learn for themselves more significantly! Indeed, all Middle School students agreed that it was an empowering and growth experience for them.

OSOS SUMMER SCHOOL 2020 / MARATHON, GREECE, 5-10 JULY

Join us this summer in Attica, Greece, to create and sustain openness in your school. Are you a school head, a teacher, a policy maker, a researcher in education seeking to bring innovation to schools? Do you want to see schools opening-up to local communities and become inspiring knowledge hubs? The Open Schools for Open Societies Summer School aims to offer a high-impact and transformative experience, both in personal and organizational levels, through a series of inimitable workshops, best practices and challenges.
Join the OSOS Summer School 2020 and set the path for your school to achieve the higher levels of openness through innovation and systemic change by acting as innovation centres in your communities.

Visit the OSOS Summer School website for more information!
http://osos.ea.gr



The Open Schools Journal for Open Science is the first European peer review scientific journal which accepts papers written by school students from Primary to Secondary schools across Europe under the mentoring of their teachers on all aspects of Science, Engineering and Technology. Students and Teachers produce scientific data that are invited to be published in this journal. The Journal publishes articles on a regular basis. Publication is free of charge and the Journal carries articles in English. https://ejournals.epublishing.ekt.gr/index.php/openschoolsjournal/index

CONTACT

Do you want to know more about the OSOS-project? Visit our website or contact your national coordinator. If you want to be inspired regularly by experiences and good examples from our OSOS-project, you can follow us on Twitter and Facebook.

Twitter: @OpenSchoolsEU
Facebook: https://www.facebook.com/OpenSchoolsEU/

Open Schools for Open Societies

From figurehead to overloaded handyman?

The main findings in a report made for the Norwegian Association of School Leaders show two alarming developments as to the recruitment of school leaders; the lack of well qualified applicants – and that the well-being and motivation among school leaders are decreasing. Many are tempted by alternative careers, says the president Stig Johannessen.

BY: TORMOD SMEDSTAD

Skoleleder-forbundet

The general impression is that it has been a lack of applicants to school leadership positions in Norway. Is it right that it is no longer an attractive position? The Norwegian Association of School Heads wanted facts and asked Fafo – Norwegian Institute for Applied International Studies to do a survey on this matter.

The study was carried out among members of the above-mentioned association – and 1731 of 3100 answered the questionnaire. It was also sent to 350 school administrations – where 112 chose to participate. Quantitative interviews were undertaken in 3 municipalities.

Among the research-questions were these: How challenging is it for the school administrative authorities to get qualified applicants for school leadership positions? What about turn over; is it difficult to keep school leaders in their positions? Do school leaders like and feel content in their jobs?

THE TYPICAL SCHOOL LEADER IN NORWAY

More than half of the school leaders are above 50 years, 37 % is between 41 and 50. 64 % of them are female. They have worked several years in the same position – 48 % more than 10 years.

A large number have higher education, such as a master`s degree (51 %) and BA in pedagogy (43 %). 35 % specify that they have taken the national training program for school heads.

More than half of the school leaders come from a similar position in another school – in the same area. 35 % advance from positions in the same school, e.g. from teacher to assistant heads or assistant heads to heads.

The fact that most school leaders are above 50, have stayed long in their positions and as a rule come from a position within the school, may indicate a challenge concerning the future recruitment situation.

IS THERE A RECRUITMENT CRISIS?

Not only in Norway, but also internationally, there is a growing concern about the recruitment situation for school leadership positions.
We are facing an aging professional group where the recruitment of new and younger school leaders is becoming increasingly difficult. Only 9 % of today's school leaders in Norway are below 40 years.
A majority of the school administrators in the survey say that they have had less than 5 applicants for the school leader positions.

Being asked, 49 % of today`s assistant school leaders say they will not apply for a head position in the future, only 22 % say they will. They give the following reasons: The position of the heads seems lonely; they do not want overall financial responsibility and they are happy with the current position. 51 % of the head teachers and 24 % of the assistant leaders say they think they will stay on in the position they have at the moment. The youngest school leaders are the ones that say they do not want to stay on as school leaders.

WHY THEY WANT TO CHANGE JOBS

65 % of those surveyed point out a heavy workload as the reason why they will not continue in the school leader position throughout their professional careers.

The cross-pressure between leading pedagogical development and management tasks is frustrating. Many find school development as the most interesting task of leadership, but it is hard to find time to give it the priority needed. Furthermore, 75 % agree that they fully or partially agree with the statement: “In my working day, I have too little time to develop professionally”.

The conclusion is that they have too little time for professional development, while at the same time experiencing an increasing workload.

But, of course, you also find those who really enjoy being school heads: *I really enjoy being a head teacher. I want to stay on for many years. It is a very inspiring and motivating profession!*

SCHOOL LEADERSHIP LESS ATTRACTIVE?

Why is school leadership becoming less attractive? The survey shows that it is hard to get applicants for school leadership positions – especially in small municipalities. We have also seen that it is the senior head teachers who want to keep on in their possession. Recruitment is mainly from the bottom up and those who are potential candidates do not want or are unsure whether they want to apply for a higher position. The issue of too low salaries and heavier burden concerning reporting and documentation is also mentioned by some.

The list is longer. To implement the new national curriculum places an additional responsibility on the school leaders; it takes time and resources. The leaders are seldom recognized for the important position they have in the implementing process.

Many have pointed out that there is gradually less possibilities for local initiatives and decisions. The centrally decided "teacher norm" e.g. gives less flexibility to schools as to who to employ in "the team around the pupils".

Increased emphasis on legal aspects can be demotivating and parents' involvement in different legal issues can be time-consuming. The relatively new anti-bullying act, known as § 9A, places further pressure and responsibilities on school leaders to immediate action and intervene to secure every pupil`s right to a good and healthy school environment.

POSITIVE IMPACT ON RECRUITMENT

School development and pedagogical development are what school leaders enjoy best. They also say that a close and good cooperation with the school administrator/owner is important, likewise management networks.

Sponsorship schemes for head teachers and the work on the renewal of the profession is seen by many as motivating.

WHAT IT TAKES TO SUCCEED?

- The main findings in the report show two alarming developments as to the recruitment of school leaders; the lack of well qualified applicants – and that the well-being and motivation among school leaders are decreasing. Many are tempted by alternative careers, says the president Stig Johannessen.
- A heavy workload and more pressure on the management side of the role of the school leader may well lead to a recruitment crisis. Our organisation has to focus and demand that part of the work is taken of the school leaders` hands. First-time leaders in the school must be given competence and support and the assistant leaders must have a thorough follow-up and support. They are tomorrow`s head teachers. School administrators must devote resources to educate this group, says Johannessen.
- We also have to make the school authorities aware that multiple and new tasks cannot be solved with the same amount of resources. ■

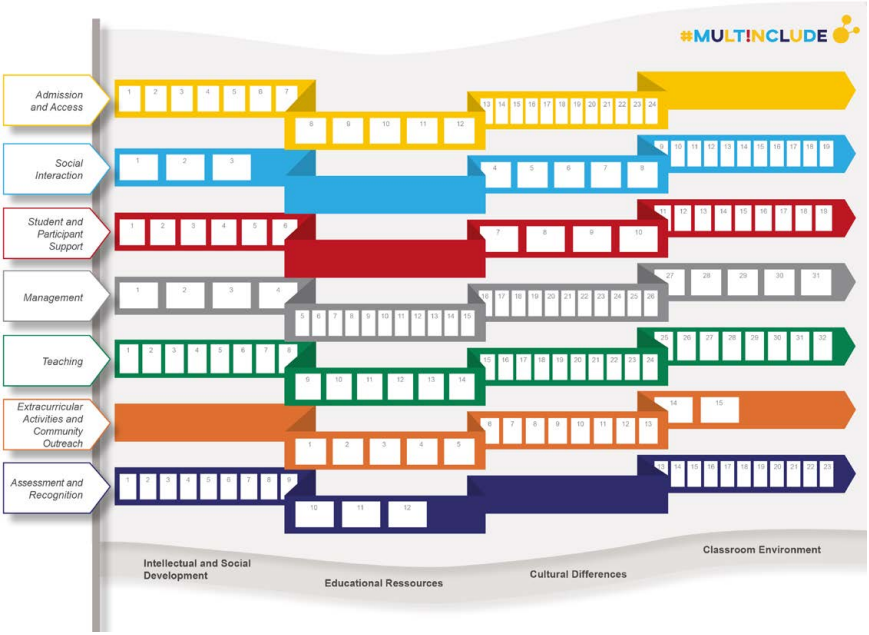
Passionate about and devoted to inclusion? MultInclude may support you

Inclusion in education has been a hot topic all over Europe. There have been various attempts to develop inclusion strategies for different groups, such as for the inclusion of disabled students, newly arrived migrants, those with special needs and others. MultInclude, an Erasmus+ project ESHA is a partner of, has focused on the multiple inclusion needs of students having in mind the completion of secondary education and continuation of studies at tertiary level. In short, what we are aiming at is educating lifelong learners by catering for the individual inclusion needs of each student. The project is coming to its end in the Summer of 2020, and tools for schools and individual teachers have become available. You are warmly invited to join a community of like-minded professionals for better inclusion.

We have developed a tool for schools to evaluate their inclusiveness and measures taken towards better inclusion. The matrix was developed on the basis of analysing 72 inspiring practices from Europe and beyond. The aim of the analysis being to find the “good” of these practices and to identify dimensions of better inclusion. Based on the analysis a questionnaire of 163 items was developed along the lines of 7 dimensions and 4 domains:

DIMENSIONS:

1. Admission and Access
2. Social Interaction
3. Student and Participant Support
4. Management
5. Teaching
6. Extracurricular activities and Community Outreach
7. Assessment and Recognition



DIMENSION:

1. Intellectual and Social Development
2. Educational Resources
3. Cultural Differences
4. Classroom Environment

By using this matrix, a school or group of teachers can explore which areas are not covered enough and then it can be uses as a basis for developing internal strategies and action for improvement. For example, if a school identifies a need to update their management or teaching practices in the domain of catering for cultural differences, they can develop a plan for that.

Once an analysis is done, you can turn to the library of case studies on inspiring practices for ideas that are indexed according to the domain(s)

they offer support in. In case you feel some professional support can help you in your work locally, MultInclude also offers an online course that you can register for here: https://multinclude.eu/activities/multiply/mooc-registration/ (Once you register, you will receive an e-mail with an invitation to join the course. You have to accept the invitation to take part.)

In case you are considering to use the matrix, you can start by elaborating on the following questions on your own or with your colleagues:

1. What is your personal experience with diversity?
2. What questions arise for you when it comes to diversity?
3. What are possible obstacles school students might face?
4. What do you associate with inclusion?

Contact us if you are interested in working more on this topic:
Eszter Salamon, Consultant eszter.salamon@esha.org

BACKGROUND

Analysis provided in the Equnet project, as published in its report on Evolving Diversity (https://doi.org/10.6084/m9.figshare.5016980) showed that, despite public support for equity, the number of projects not funded by governmental entities is growing. Universities, NGO, local communities and student associations develop most of the latter programmes. Society has its own dynamics and is influenced by more parameters than policy and politics only. Especially for those societies to whom diversity is a given and a quantitative reality.

This project is conceived to elicit, promote and disseminate inspiring ideas and practices to identify ideas and proven practices that have the potential to be implemented with small investment and can be disseminated, replicated and scaled up. Proven practices that truly respond to the needs and identities of a diverse educational community. A specific focus is to look particularly for evidence of success and for evidence of flexibility – ideas that can be translated and adapted in different contexts with small changes to the specific conditions of those new contexts. We are looking for alternatives for the large-scale public investments, revisiting and trying to find ways to improve through new policies that are a better respond on the growing needs of current societies.

Once these ideas have been identified, the project intends to operationalise the lessons learned by incorporating them into the inclusion strategies of schools, as well as through teaching and learning training by teachers around Europe to better work with communities on inclusion issues.

Thus, MultInclude is based on two assumptions. Firstly, that there is a multitude of initiatives already operated by individual schools, NGOs and universities, that have proven success in improving inclusive participation in education. Secondly, that there is a demand from schools

and other educational providers to improve their equity profiles. Thirdly, that bringing together operators of successful initiatives with those of prospective initiatives will stimulate a positive feedback loop whereby they support each other in strengthening / starting such initiatives.

Probably the largest challenge in identifying and analysing the cases was that they take place in a wide variety of physical and learning environments and are implemented by very different actors. For this reason, we have decided to use the framework of Prof. Frank Tuitt's work and focus on conditions that have proven to be beneficial to enhance inclusive education regardless the differences in the place of learning. Another inspiration for the framework developed was the Index of Inclusion: Developing Learning and Participation in schools by Tony Booth. ■

#MULT!NCLUDE

IDEAS FOR INCLUSIVE EDUCATION

Fisica in moto

Ducati is a very sound Italian motorcycle manufacturer. It combines the values of the brand and the needs of the territory. From this DNA, in 2006, “The Ducati Foundation” was born to operate on three different fronts: museum and historical heritage, education and road safety.

BY PINELLA GIUFFRIDA

All the educational activities, carried out to date, have been designed and developed in collaboration with the world of School, University and Research, putting at disposal the knowledge of human, technical and professional skills acquired by Ducati. These initiatives have opened up new and very strong opportunities thanks to the charm that the “Rosse di Borgo Panigale” exert on young people. It has become a real bridge between school, university, research and enterprise, with proposals ranging from secondary school to postgraduate master’s, aimed at enhancing talents, guiding, motivating study, fostering creativity and improving the possibilities of employment among young people, always following the method of “doing to understand”.

“Fisica in Moto” is the Fondazione Ducati **minds-on & hands-on interactive physics workshop**. Located inside the historic Ducati premises in Bologna Borgo Panigale, it was created in 2008 in collaboration with the University of Modena and the Malpighi High School in Bologna, under the aegis of the Italian Ministry of Education. It has hosted more than 70,000 students and teacher from all around Italy so far.

Fisica in Moto, first and almost unique of its kind, is the place where you can **discover the beauty and the reality of the physical laws** that guide engineers in the design and construction of the bike and the engine, the same physical laws that challenge the riders’ skills and dexterity on the track.

The workshop counts three rooms, each with different experiments on different physical phenomena, observable and testable on the engine or on the bike.

From the first room the guiding thread of the teaching approach of the laboratory shines through: s**timulating curiosity and questions**, not transmitting pre-packaged answers, **allowing experience, observation and reflection** to lead to the explanation of the phenomena under examination.

The second room is an innovative scientific laboratory where you can perform a deeper reflection on the fundamental laws of Classical Mechanics.

The third room shows physics in action on the motorbike and the engine and allows students to prove themselves in a real physics grand prix.

The Fisica in Moto Experience comprehends also the guided tour inside the factory and the museum.

EDUCATIONAL ACTIVITY

The complex of activities and projects, that Ducati for Education has been promoting for several years now and which is progressively implemented with new initiatives, is one of the virtuous cases, I would say emblematic, of collaboration between company and school. – said Carmela Palumbo, Head of Department for Education and Training of the Ministry of Education, Universities and Research – It is precisely the richness and organicity of the projects in favour of the school that has led to the establishment of a framework agreement between Ducati and MIUR in February last year. The initiatives are all of great value and allow schools to integrate the educational activity in a profitable way: STEM, guidance, care of excellence, the development of technical and cross-skills are all objectives present in the Ducati's initiatives for Education."

"All the projects born and implemented in these 11 years – said during the meeting Elena Ugolini, Education Councilor of the Ducati Foundation and Dean of the Malpighi High School in Bologna – are the example of what can arise from a virtuous relationship among school, university and enterprise. Ducati has not only made some economic resources available but has invested its wealth of human, technical and professional skills to design, together with teachers and students, activities that have opened a new way of learning and thinking about the future. Together we have created and proposed new formats and the results obtained are an incentive to continue on this line."

DESI

DESI (Dual Education System Italy) is the Italian way to the dual system to train highly specialized professionals who join the diploma to a certification of professional skills attested by the company. Combining school education with practical training in the company, the DESI program was born in 2014 and is currently in its third course of education.

It involves 50 students each year alternating school periods with periods in the company in specific training centers.

As a result of law 107-2015, which provided “at least” 400 hours of school-work alternation in the three-year period of vocational and professional institutions, Desi (Dual Education System Italy) allows students, attending the fourth and fifth year, to carry out a total of 1000 hours of school- work alternation in Ducati training centres. This training is supported by an internship allowance provided by the Emilia Romagna Region.

THE SPECIAL PROJECTS OF SCHOOL-WORK

Ducati Foundation is among the promoters of the territorial employability laboratory “OPUS FACERE” which provides a network of schools with laboratory spaces to develop innovative teaching practices and targeted School-Work Alternation projects. The network involves more than 10,000 students.

Ducati Foundation is a partner of **Bologna Business School** in the organization of the Global MBA Supercars, Superbikes and Motorsports, able to train, combining theory and experience in the field, experts capable of leading a business in the constantly evolving market of Supercars and Superbikes. BBS offers, thanks to partner companies, scholarships dedicated to particularly deserving and motivated candidates. The Global Master in Business Administration (accredited EPAS since 2015) has been awarded of the new accreditation for a further 5 years. EPAS accreditation, issued by the European Foundation for Management Development, is only assigned to programmes that meet the highest international standards of teaching, integration with companies and student services.

Fisica in Moto is available for school groups (max 45 students + accompayning teachers) from foreign schools from June to September, from Monday to Saturday in the morning (8:30 – 12:30) and from Monday to Friday in the afternoon (13:30 – 17:30).

For further information and reservation please write to fisicainmoto@ducati.com.

Pinella Giuffrida, ESHA G.A.Italian member, is an Head teacher, a national trainer for Head teacher, a journalist and a well-known motorcyclist.

Child-Up

Children Hybrid Integration: Learning Dialogue as a way of Upgrading Policies of Participation

INTRODUCTION TO CHILD-UP: WHAT'S IN IT FOR SCHOOLS AND TEACHERS?

CHILD-UP (Children Hybrid Integration: Learning Dialogue as a way of Upgrading Policies of Participation) is a European Union Horizon 2020 funded research project that runs through 2019 to 2021 and addresses the issue of migrant children in Europe through an innovative perspective, based on the concepts of children agency and hybrid cultural integration. Against the mainstream discourse focusing on children's needs, *this project puts self-determination by children at the centre*. CHILD-UP studies what the current practices are in schools in the local contexts of seven EU countries with different migrant communities. CHILD-UP aims at identifying, analysing and disseminating evidence of good practices.

CHILD-UP offers new evidence to the research community through substantial field research and impact evidence analysis of current policies, thus supporting both policy makers, civil society and schools in establishing more integrated and effective inclusion policies, benefitting not only migrant children but the whole local contexts.

CHILD-UP offers the school community the opportunity to be actively involved in the research and offers tools to reflect. In doing so schools act in order to achieve successful inclusion of children with a migrant background. This should result in a feeling of security and well-being in a supportive school environment, to the benefit of not only the migrant children's condition, but of all children, families and local communities.

WHERE DOES THE CHILD-UP RESEARCH TAKE PLACE?

The research takes place in schools, reception centres, social services and communities in seven European countries (Belgium, Finland, Italy, Poland, Sweden, Germany and the United Kingdom).

EUROPEAN CONTEXT

According to the European Commission, “it is fundamental to ensure that any child needing protection receives it and that, regardless of their immigration status, citizenship or background, all children are treated as children first and foremost”. A stable institutional setting (such as school and community) can contribute to the refugee student’s well-being, especially towards the integration and inclusion, as well as mental health. “While teachers have an important role to assist students to overcome these problems, they have not received any adequate training”. With the CHILD-UP project we want to make a research overview, investigate the field at the moment and contribute to know how the children, teachers, schools, parents, researchers, policy makers and all other professionals can act for a better future.

A FEW INTERESTING FACTS ABOUT IMMIGRATION IN EUROPE

- 5.4 million migrant children live in Europe in 2015 (about 7% of the region's migrant population)
- 31% of refugees who arived in the EU by sea were children
- 1 in 4 asylum applicants in the EU in 2015 was a child
- 96,000 unaccompagnied children applied for asylum in the EU territory

WHAT IS THE VALUE CREATED BY CHILD-UP?

Not all children feel included or feel they have agency at this moment. CHILD-UP aims for every child to feel agency to become participative in their own lives and surroundings. It is clear that the CHILD-UP project comes at a critical moment for migrant children in Europe. Across the world, "there are 50 million children in migration, 28 million have fled violence and insecurity and children constitute half the refugee population." There has been a Pan-European rise in the number of migrant children according to UNICEF (2016).

How does CHILD-UP benefit schools and the teaching community?

CHILD-UP PROVIDES:

- a research overview with relevance for the teaching community;
- a self-evaluation of measures and activities package for schools and individual teachers;
- guidelines for dialogic activities in schools;
- written and online (MOOC) training packages for teachers and other professionals.

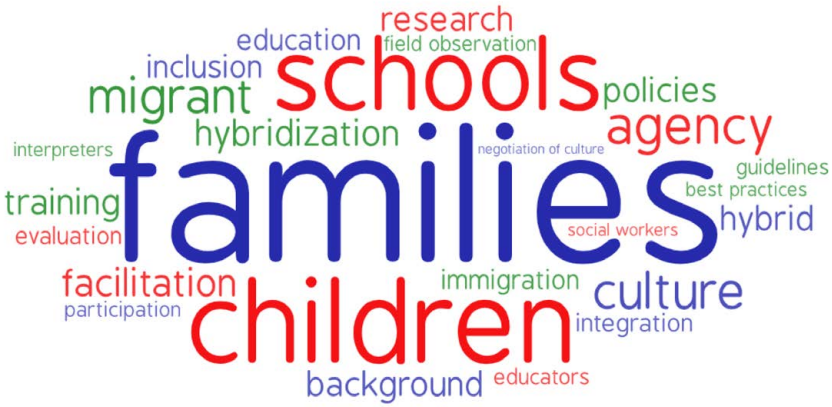
These tools will support co-action and coordinated planning of migrant children's inclusion in schools and benefits all stakeholders such as teachers, policy makers, NGOs and researchers.

HOW ABOUT THE PRIVACY/ETHICS IN THIS PROJECT?

The implementation of the CHILD-UP project follows common routines and ethical guidelines for scientific research. This means that all data is collected, stored and used in accordance with current data protection legislation (GDPR 2106/679) and research ethics. The research meets European and country specific requirements and procedures for research ethics and data management. This is particularly important because there are children included in the study. All participation is voluntary and no-one will be included in the study without haven given his/her consent after having received accurate and adapted information about the CHILD-UP study. This applies to students, parents and school employees. We will collect permission in connection with each research part.

WHY IS MY PARTICIPATION AS A SCHOOL HEAD, TEACHER, PARENT, STUDENT OR RELATED PROFESSIONAL NEEDED?

Without you the CHILD-UP project cannot exist, we need schools, teachers, parents, students, social workers, researchers, policy makers and other professionals to join us. We need people with and without a migrant background to let us know their views, study their behaviour, see how they feel and determine what people can do to make everyone feel more included and full of agency everywhere, not only in the schools but also at other places.



How much does participation in CHILD-UP cost?

Because this project is funded by European Union's Horizon 2020 the results and deliverables will be available for free on our website.

I am a teacher and want to contribute, is that possible?

You are interested in being of help in CHILD-UP? You can help us! You may have great ideas on how to present the project in your school. Maybe you want to organise an event where CHILD-UP fits in or you want to participate in an event that is organised. Let us know, we can help!

How to join or get in touch?

Pleased to hear you want to know more about this project, there are multiple ways to do this:

- Contact the project coordinator:
  claudio.baraldi@unimore.it
  piersola@unimore.it
- Find local research partners on:
  www.child-up.eu/about-child-up/partners/
- Contact the communication and dissemination working group:

communication@child-up.eu

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Phereclos

Partnerships for pathways to Higher Education and science engagement in Regional Clusters of Open Schooling.

NON-FORMAL PROVIDERS TAKING THE LEAD IN OPEN SCHOOLING

As the end of OSOS (Open Schools for Open Societies) is approaching, ESHA has joined the consortium of a new Horizon2020, PHERECLOS to further explore the potential in open schooling approaches. In this project we focus on initiatives that originate from non-formal education providers, more specifically children's universities, and in which implementation is managed by the same providers giving schools an opportunity to enrich their offer, especially in STEAM domains (STEM plus Arts). ESHA, together with the other international umbrella organisation partner, Parents International, is primarily responsible for looking into policies, necessary policy changes, advocacy and exploitation. In this first phase we are making a policy and school structure inventory in the field of open schooling and the role of non-formal education providers in STEAM focusing primarily on European countries but looking into non-European countries participating in the project, too.

ABOUT PHERECLOS

PHERECLOS builds upon the theories of science capital and open schooling, using the experience that children's universities have made in the so-called Third Mission of universities. At the same time, it takes into the consideration the experience of other education organisations that build on holistic approaches to education, and bringing together formal, non-formal and informal education. The programme brings schools and further relevant actors in the education ecosystem of a particular region together into education clusters, supported by a peer mentoring programme. These clusters shall become incubators for enabling a dialogue between various parties and help to set up joint activities in (formal and non-formal) education and to develop collaborative learning environments as experimental testbeds for schools. At the same time, they impact on the quality of science engagement opportunities in these areas.

SCIENCE CAPITAL

The concept of science capital builds upon the theories of the sociologist P. Bourdieu about social life, interaction and opportunities. These are based on the “Capital” (as the social, cultural and economic resources that one has or had gained), the “Habitus” (as typical patterns of attitudes and ways of thinking, a framework of individual orientation and objectives) as well as the “Field” (as the social sphere where Capital and Habitus are interchanged and valued among societal actors – including family life, community life or school life). Bourdieu describes a systematic coherence of the individual (cultural and economic) capital, societal position and conduct of life.

The concept of “science capital” is extending Bourdieu’s notions of capital and refers to science-related qualifications, understanding, knowledge (about science and “how it works”), interest and social contacts (e.g. knowing someone who works in a science-related job). Moreover, it acknowledges that science capital is unevenly spread across societal groups – hence another building block for educational inequality and perception of educational opportunities. In the concept of science capital, the actual science capital is stipulating and is stipulated by what an individual – with respect to science and its implications – perceives as relevant in and for everyday life.

Such an understanding assumes that engagement with science is nothing fixed, that is acquired and applied only in pre-defined contexts and under continued conditions. Rather, contrary to that, the science capital that an individual has already incorporated is determining how further science-related stimuli are perceived or ignored.

In this regard, it becomes obvious that science engagement and STEAM education can never be isolated from everyday life, social reality and commonplace experiences of individuals – as well as from the assumed value, expectations and attitudes that are deriving from this. It needs to take into account the whole social sphere of an individual as well as the manifold social, political and economic conditions that affect daily life and its perception. In this regard, the concept of science capital helps to understand that science is useful for many roles and fields outside those that directly use it, and is important for improving life chances, equity and success of all young people.

PHERECLOS implements a digital “OpenBadge” ecosystem that labels institutions as reliable and responsive actors and showcases all cluster parties to become real change agents in education. In addition, this ecosystem has the potential to testify individual achievements

with respect to STEAM engagement in formal or non-formal settings and even unintended learning outcomes. PHERECLOS promotes the territorial dimension of local education clusters in all their manifold facets and their catalysing role relating to access to STEAM and higher education, critical thinking and informed decision-making in a wider societal context – including competitiveness and sustainable growth.

INVENTORY OF RELEVANT POLICIES

As in a first phase PHERECLOS is creating so-called Local Education Clusters, led by local children's universities in a total of 6 localities in Poland, Italy, Turkey, Finland Portugal and Columbia, we are primarily focusing on these countries, but also on countries that are our

secondary target for upscaling, already participating in the project, such as Austria, Denmark, the Netherlands, Romania and the UK. We are also looking into policy recommendations and policy incentives on European and international level that can support the implementation of such programmes in other country contexts, too.

The task we are currently undertaking is to identify framework conditions and properties in national and European policies, programmes and other policy tools, that are relevant for the development, implementation and upscaling of open schooling, also by transformation of systems. This includes a compilation of specific characteristics and influencing factors in the school systems of the participating countries that create opportunities or have hindering aspects for open schooling.

In the policy inventory we are working with OECD, EURYDICE and UNESCO policy documents and statistics, the annual European Education and Training Monitor and – with the support of the project partners – national realities. Differences of school levels are being taken into account, focusing mainly on primary and secondary education. The overarching context in the case of each country is the legislative framework on conditions for collaboration between formal

and non-formal education as well as any policy incentives, including financial support, for such collaborative programmes.

Another major area of the analysis covers decision-making processes, school autonomy and the role of school leadership in it. The analysis is exploring the level of autonomy and school leaders' freedoms in decision-making in the field of establishing collaboration with non-formal providers, but also on curricula and teaching methods as the context for these decisions. We are also looking into the reality of stakeholders involved in decisions such as joining an education cluster proposed by PHERECLOS. In this field, the role of teachers, non-teaching staff, parents, students, local municipalities, local businesses and specialised services in such decision are being explored.

Another important aspect of such collaborations is the physical possibility for a school to collaborate with external providers. Thus, the analysis is also focusing on legislation that supports or prevents such activities, especially the regulations around organising school activities outside of the school or activities within the school that involve external people, the necessity to obtain permission for such activities and similar factors.

The last element of the analysis is about costs. Although the UN Convention on the Rights of Child defines access to quality education as a basic child right, and the Charter in the Fundamental Rights of the European Union clearly states that there must be a free choice for families in education, research (Salamon, E. – Haider, B. 2015) shows that there is no country in the EU where compulsory education can be totally free for any family. However, the success of open schooling also depends on the financial factor, namely that for a wide recognition of this approach it should not burden families any further. Thus, inventory

also includes these factors such as autonomous budgetary decisions of school leaders as well as – in case of a lack of funding within the school budget – the availability of external funds to cover extra costs that unburden family budgets. ■

Learning: distress or challenge?

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ABSTRACT

Poorly developed or unsuitable learning strategies are only one of the reasons for diminished learning efficiency which might lead to fear of school. Many pupils are afraid of oral assessments and exams, which is why some of them fear educational institutions. At the Oskarja Kovačiča Primary School pupils attending classes from the 6th to 9th grade are given the opportunity to enroll to the Desetka extracurricular activity, where they acquire knowledge about how to learn through their own experiences. Desetka helps pupils to deal with their fearful emotions by practising appropriate methods for successful learning, including the development of oral and written skills of examination and use of relaxation techniques. Desetka is especially popular among 6th and 9th grade pupils. The reason for the diminished learning success in the 6th grade is mainly connected with transition to secondary level education, which requires more comprehensive learning than earlier primary schooling. Similar findings were observed for 9th grade pupils who are about to enter high school. Such fears are common among successful as well as less successful pupils.

KEYWORDS

- Learning strategies
- Efficient learning
- Empowerment
- Fear

1 FEAR OF FAILURE IN LEARNING

Pupils' learning difficulties stem from physical, physiological, social and psychological factors, which are closely connected with each other as aspects of learning. One of these difficulties is related with teaching strategies in connection with anxiety and fear of failure at school. The author of the book *Psihologija učenja in pouka* describes successful learning strategy as a sequence or combination of goal-directed learning activities which an individual may use and adapt on his/her own initiative according to the required situation [1]. Anxiety is an emotion in which the cause of worry has no real external reason, while fear itself is an appropriate response to a perceived threat. This article focuses on the fear of failure in learning when a pupil is uncertain about how to learn. This fear can be present in more as well as less successful pupils and can be observed in all ages and socio-economic groups.

There is only a slight difference among genders, with girls being a little more likely to experience the fear of failure in learning. Professional staff at school should not only provide pupils with academic knowledge but also teach them how to use different learning strategies and techniques, thus leading them to acquire the competences of learning to learn. The latter is defined by the European Commission as the ability to learn and persevere in learning, to organise one's own learning, including effective management of time and information, individually and in groups [2]. Effective learning strategies and good learning experiences contribute to a positive attitude during lifelong learning as an integral part of our daily lives.

The current understanding of learning promotes the so called 'adaptive' competencies referred to as 'CSSC learning' which is an abbreviation for:

- 'constructive' as pupils actively build their knowledge and skills;
- 'self-regulated' because people actively use learning strategies for learning;
- 'situated' because it occurs in context rather than separated from the environment;
- 'collaborative' because more people are involved in the activity [3].

Self-regulated learning is a fundamental learning competence, which means that the pupil is active in the learning process and consequently responsible for achieving predefined learning outcomes. Such pupils know how to use different approaches for learning, hence learning strategies, as well as what to achieve by learning and how to conquer that goal (Schunk and Zimmerman, 2003, in [4]).

Poor learning strategies are only one of the reasons that lead to lower learning performance, while also causing pupils to fear participation at school. Pupils who are less successful in learning due to the fear of failure in learning are usually self-motivated to change as their emotional experience is so unfavourable that they are willing to follow instructions given by their surroundings. In this case, pupils should be approached and encouraged to start regulating their learning process by themselves. This means that the individual must become aware of the learning process, strategies and goals. This can be learned by anyone, and most easily through their own learning experience. Modrijan's diploma thesis [5]reported how the handling of learning strategies is linked to different degrees of the fear. Pupils who have less developed learning strategies show more fear for learning compared to pupils who have more developed learning strategies. To reduce the fear of failure at school, various skills can be developed to give pupils a sense of control over learning.

Appropriately skilled pupils are more self-confident, committed and find deeper meaning in learning, they feel better and integrate more easily with peers – generally, they improve their quality of life. It is very difficult for pupils to learn this by themselves. Therefore, professional school staff should be charged with systematically teaching pupils how to learn. However, the use of learning strategies must also be continued at home in order for a pupil to become an independent learner.

Fear of school is also reflected in other areas, such as emotional irritability, social isolation (avoidance of extracurricular activities), physical symptoms (headaches, unexplained pain, eating disorders), sleeping disorders and panic attacks (dizziness, sweating, rapid heartbeat) [6].

2 AN EXAMPLE OF HOW TO EMPOWER PUPILS TO ESCAPE THE FEAR OF LEARNING

Desetka: learning – distress or challenge?

I am employed as assistant principal of the Oskarja Kovačiča Primary School. I complement this work with the field of school counsellor, in which I do not teach pupils directly in the classroom, but help them to develop the competences of learning to learn through an extracurricular activity (Desetka). Interviewed pupils have often indicated that they are afraid of examinations and achieve poor grades because they are unable to learn. This was partly confirmed by the survey I conducted among 6th grade pupils (results are presented in the *Analyses and findings* section). Indeed, fear can be linked with poor grades, but is sometimes merely an excuse for idleness. However, in both cases pupils are not effectively managing their learning process and do not feel well. This malaise is often expressed as fear of school, which adults may or may not perceive when working with pupils because they can find ways to hide their fears or compensate for them in ways that at first glance may seem unrelated to learning. These include emotional changes, changes in socialisation, physical changes, sleep disorders and an increase of symptoms related to panic attacks. I believe that the examined fear of today's society is becoming amplified by an increasing focus upon competitive productivity. Successfully adopted learning strategies are skills that can be transferred to other areas of activity, thereby improving overall quality of life.

Target group:

The Desetka extracurricular activity is attended by 6th and 9th grade pupils. The groups comprise one or at most two divisions of the same generation. Pupils can attend Desetka several times during the school year.

The pupils who are most willing to attend Desetka are from the 6th and 7th grades, while the number of participants drops slightly for the 8th grade, it increases again for the 9th. In 6th grade, pupils' fear of failure is often associated with the transition to the increased volume and complexity of learning that is required by secondary level education, whereas pupils of 9th grade want to boost their learning skills before enrolling into high school.

Aim:

Desetka is based on the CSSC learning model, which teaches pupils how to take control of learning, which results in increased self-esteem while reducing the fear of failure. This does not mean that fear will completely disappear, but intends to empower pupils to cope with negative emotions and then use appropriate methods of successful learning, relaxation techniques and exam skills during oral or written assessments.

Meetings timeline:

At least six meetings are foreseen for each group.

Content:

- learning styles and Gardner's theory of diverse intelligences,
- a set of different learning strategies appropriate for different learning styles,
- searching for the essential message or idea in short texts,
- Pauk's strategy (independent learning from textbooks),
- Venn diagram (search for similarities and differences),
- matrix comparison,
- timeline,
- event sequences (procedures),
- mindset,
- mnemotechniques,

- development of exam skills,
- relaxation techniques.

Course of learning:

Desetka is always based on the learning materials that are specifically taught as the various subjects in each grade. Therefore, during Desetka activities pupils become acquainted with different learning techniques while discussing their topics, which gives Desetka additional value. During the course pupils are also allowed to use a computer to work with a variety of applications or edit their own learning materials. At the same time, simple relaxation techniques (relaxed breathing, muscle relaxation, brain gym, EFT, visualization) and the exchange of good experiences about how to approach oral or written examinations are implemented.

Effective CSSC learning leads to:

- **construction** – teaching is indirect as pupils actively build their knowledge and skills and create on their own;
- **self-regulation** – active learning strategies, self-directed learning;
- **situation** – activities are based on the materials pupils are attending to in the classroom;
- **collaboration** – recognising that effective learning is not an isolated activity.

Analyses and findings

At the end of the program evaluation of pupils in individual groups is carried out to determine:

- their well-being,
- the use of learning strategies that best suit their learning style,
- their sense of self-worth.

After the program, pupils have reported that they feel good at the workshops, are relaxed and no longer afraid of failure in learning. They know that they can ask a teacher or peers for help anytime. A lot of communication, movement and humour is present in the workshops. Pupils discover that learning is a multisensory process, which means that an individual can learn by using different senses. This increases the individual's self-esteem, allowing them to regulate and control learning through self-regulatory skills, which lead to the development of a feeling of security and consequently a reduction in the fear of failure. Occasionally, pupils are presented with a longer study text, which many of them would not even begin to read because they become overwhelmed by a sense of incompetence. However, using appropriate teaching strategies, peer support and persistence, they are quickly able to formulate a short summary, including the use of various graphical elements. These experiences give them confirmation that they can learn more and faster than they think.

The generation 2019/20 has 92 6th grade pupils, 62 of whom have solved the questionnaire (32 girls and 30 boys). When asked what they were most afraid of at school 57% of pupils said it was oral and written examination, 10% misunderstandings, while the other 33% cited peer isolation and bullying, misunderstanding of the teachers, peer violence, fear of a particular subject, etc. Some also stated that they were not afraid of anything. In the 2018/19 school year the average final grade of the 5th grade was 4.1, which shows that good academic performance itself does not eliminate the fear of assessment.

The pupils then graded various statements on a 10-point scale, with 1 indicating that the written claim was not valid for the respondent and 10 being completely valid.

Statement 1: I am scared of examination.

The pupils' answers to this statement ranked very close to the Gaussian distribution. In the first fifth of the scale 8% of pupils indicated that they were not afraid of assessment, and in the last fifth 13% of pupils were very afraid. The other 79% of pupils were evenly distributed between the two extremes. The average fear score is 5.6.

Statement 2: If I could learn better, I would be less afraid of school.

55% of pupils indicated a level of fear from 1 to 5, which means that in this case, learning to learn is less related to their fear experience. The other 45% of pupils rated this statement from 6 to 10, meaning that pupils would be less afraid of the school if they knew how to learn more successfully. This second piece of information confirms that the acquired competence of learning to learn can reduce the fear of school. It is important to emphasise that although the final average score in the 5th grade was 4.1, a high proportion of successful pupils think that they do not know how to learn or are not sure about it. This is why they attend Desetka despite their good performance at school, as they want to be more confident and independent in their learning. The average score for statement 2 was 5.7.

Statement 3: I know my learning style.

Statement 3 was highly rated on the scale with an average score of 7.7. This good result is attributed to the fact that questionnaires on this topic had already been examined by pupils at the grade level. Despite the good average there are still 21% of pupils who do not know their learning style. Desetka presents an opportunity for them to obtain this information.

Statement 4: I can use appropriate learning techniques according to my learning style.

The average score for this statement was again relatively high (7.2)

which correlates with the results of statement 3. Again, it turned out that 28% of pupils do not know or have little knowledge about learning techniques that are appropriate for them.
Answers to statements 3 and 4 showed that about 30% of pupils rated themselves with the highest grade (10). However, this result should not be misinterpreted since the proportion of pupils who lack these skills remains high.

Given that the Desetka cohort is diverse in gender, school achievements, acquired level of learning to learn competence and fear of oral/written examinations, the activities of individual groups are adjusted with regard to content and dynamic. In some groups it is necessary to begin with the basics of learning to learn, while in others the knowledge and skills of this competence need only to be upgraded.

3 CONCLUSION

Fear is a risk factor for failure in learning. There is a link between the degree of fear experienced and mastery of learning strategies. Pupils with little knowledge of their learning strategies should be encouraged to develop different techniques and skills for self-regulated learning. The latter is also the main goal of the Desetka extracurricular activity, which complements and upgrades the competence of learning to learn. Pupils have the opportunity to join the aforementioned activity several times during their schooling. In this way they upgrade learning competences and are involved in a group activity by which they feel accepted and are able to build a healthy self-image in academic, emotional and social fields. They also become less sensitive to criticism or possible failures and are better able to realistically accept their ability to balance goals accordingly. Fear should not be recognised by pupils simply as negative, but as an opportunity to take initiative to positively affect something in life in order to feel and do well.

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APPENDIX 1: QUESTIONNAIRE

1. **Gender:**

☐ male
☐ female

2. **What are you most scared in the school? Please, choose only one answer.**

☐ misunderstanding of the teachers
☐ physical violence by peers
☐ oral and written examinations
☐ not understanding learning topics
☐ exclusion by peers, bullying
☐ other:

Mark how true the following statements are for you (1-not true at all, 10-completely true).

3. **I am scared of examination:**

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

4. **If I could learn better, I would be less afraid of school:**

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

5. **I know my learning style.**

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

6. **I can use appropriate learning techniques according to my learning style:**

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

Education inspiring Peace:

Systemic ***UP***scaling of ***P***eace ***E***ducation p***R***actices: Introduction to the UPPER project

The focus of the UPPER project is contributing to bringing peace, intercultural dialogue and civic participation to the core of education policy and school practice by scaling up the results of existing good practices in view of producing significant improvements in learning outcomes of life competencies for youngsters living in Europe.

The UPPER consortium consists of between Fondation des Régions Européennes pour la Recherche, l'Éducation et la Formation (FREREF – France), University of Modeno and Reggio Emilia (UNIMORE – Italy), Ministry of Education and Employment of Malta (MEDE – Malta), International Institute of Humanitarian Law (IIHL) and the European School Heads Association (ESHA – The Netherlands).

The deliverables of the UPPER project are:

- A **good practices report** and analytical framework;
- A **teachers' competence framework** including identification of critical competences for educators in peace education and **development of self-assessment tools for schools,** concept validation of proposed qualification in a Qualification Framework;
- An **Education for Peace Handbook** selection of learning resources and elaboration of training, policy recommendations, collaborative benchmarking system and long for the elaboration and implementation of school diversity policies and action plans;
- An **online benchmarking system.**
- The **establishment of a permanent peace laboratory** on transferability of good practices in the International Institute for Humanitarian Law, based in Sanremo (Italy).

In this newsletter we would like to inform you about the latest news about the activities over the past few months and the coming months ahead.

EDUCATION INSPIRING PEACE LABORATORY IN SANREMO

www.eiplab.eu

To be successful education must focus on the whole development of the individual. This includes factors such as self-knowledge, an understanding of culture, the discovery of one's creativity and potential, training in the arts and music, the knowledge of other cultures, the preparation for active citizenship, understanding and appreciating diversity in society, the development of critical thought, skills in analytical and independent evaluation, orientation to peace and democracy, confrontation of opinions and respect for rights and coexistence. All these dimensions are part of a humanistic vision of education, oriented to peace and respectful social coexistence.

In view of research initiatives and training in other parts of the world, it was proposed to create an "Education Inspiring Peace Laboratory" that would become an international reference for policy makers, educators and researchers on these crucial dimensions of education, using the potential of digital media and the processes of internationalisation of education policies currently underway.

Education Inspiring Peace Pilots

From December 2019 – April 2020 the UPPER partners will conduct an UPPER pilot in various schools in Europe. In this pilot teachers and school heads will be guided though 4 integral parts of peace education. All these parts can be found on the following webpage (http://eiplab.eu/self-assessment):

- Reading of the Educators' Competencies Framework;
- Filling in the self-assessment for teachers and school heads.

The purpose of the self-assessment questionnaire is to assess oneself on the topic of peace education at any given point of time;

- Filling in the Organisational Readiness Questionnaire. The purpose of this readiness questionnaire is to assess your school/organisation on the topic of peace education before, during and after starting peace programs and activities.
- Collaborative Benchmarking System: The form includes 10 categories through which schools will have the possibility to identify their own state-of-the-art in peace and citizenship education delivering process and other similar fields.

In case you are interested in participating in the UPPER pilot and would like to receive the guidelines for participation please be in touch with your local partner or Edwin Katerberg (ESHA consultant) at edwin.katerberg@esha.org.

The EIP Laboratory inherits from the UPPER project the aim of contributing to bring peace, intercultural dialogue and civic participation at the core of educational policies and school practice by scaling up the results of existing good practices. You can find more information about good peace practices in school on http://eiplab.eu/good-practices. You can research good practices on http://eiplab.eu/database and suggest a good peace practice on http://eiplab.eu/collection.

SPECIAL CONTRIBUTION BY MEDE: COMPULSORY EDUCATION IN SCHOOLS

Promoting a culture of peace through education is one of the main aims of our schools however this poses challenges. There is a need for increased attention to ensure that the education system helps build a peaceful and sustainable society. This includes integrating education for peace and conflict prevention across the entire curriculum. Keeping this in mind is important as we must promote the right for education to each child for whom we as educators are responsible.

We take a multi-disciplinary approach to the promotion of education for peace. The approach is based on ideology, practical experience, good intentions and international and national guidelines and resolutions. All practices and initiatives aim for Maltese to live together in peace and harmony. It is aimed at educating individuals with the information, attitudes, skills, values, and behavioural competencies needed to primarily prevent conflicts through dialogue.

The Ministry of Education and Employment of Malta (https://education.gov.mt/) has actively introduced the good practices below in Maltese classrooms:

Using **friendship cards** help tackle various conflicting issues without making the situation too personal for students. The cards cover several topics such as Myself, My Emotions, Making friends, Bullying, Cyberbullying, Hate speech, Online Crime, Dealing with difficult situations, Helping Others and more. In using the cards students were able to communicate their thoughts and beliefs. (http://www.friendshipcards.org/)

Draw a line in the middle of the class or by using tape and ask students to stand on either side of the line. The educator makes statements starting with personal subjects and then becoming more personal. If a statement applies to the students, they step on the line. In doing this activity students see the similarities they have with other students rather than focusing on the differences. In turn it allows the educator to get to know the students.

In our schools, **we promote diversity in various ways.** We make sure to promote diversity by covering topics and activities including holidays around the world, displaying a large world map with national flags, having signs in various languages, making sure we say good morning in various languages and celebrating International Mother Tongue Day. In this way students enjoy getting to know each other and each other's cultures.

When teaching we always try to keep the students' context in mind. Language barriers between our students and educators make it

difficult to communicate though. When possible we use the student's first language as a bridge to help students understand the context of what is taught, i.e **Contextualized Learning.** This does not only help students, but it also helps the class to learn about contexts around the world. Students visibly enjoy this and feel more respected as the teacher considers them while planning lessons.

By **mixing students with different cultures within classes** we ensure students acquire friends from different cultures and learn more about each other and the world's cultures. At first students find this process hard, but through pre-planned group work activities in class, students get used to working with students with different cultures and backgrounds.

FINAL EVENT UPPER

The final UPPER event will be held in Sanremo on June 29th and 30th. The date and venue are yet to be decided.

HOW MUCH DOES PARTICIPATION IN UPPER COST?

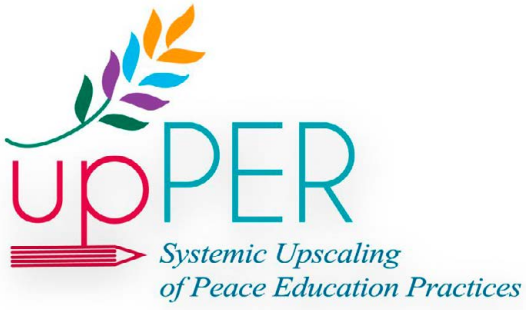
The UPPER project is funded by the Erasmus+ Programme of the European Union. Project materials that are generated are delivered free of cost and to the benefit of school leaders, educators, parents, pupils and policy makers.

WHY IS MY PARTICIPATION AS A SCHOOL HEAD, TEACHER, PARENT, STUDENT OR POLICYMAKER NEEDED?

In these times of mass immigration around the world and in particular in Europe, Peace Education is a subject that touches us all whether we are pupils, parents, family members, teachers, school staff or school heads. Therefore in case you are interested in lending your support to the UPPER, we invite all school leaders and

educators to consult www.eiplab.eu regularly for events, articles, newsletters, good practices, school resources and tools, training modules and manuals. and/or to contact local GEM partners (https://www.genderequalitymatters.eu/partners/) directly.

The content of this publication represents the views of the author only and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.



GENDER EQUALITY MATTERS
TACKLING GENDER BASED VIOLENCE

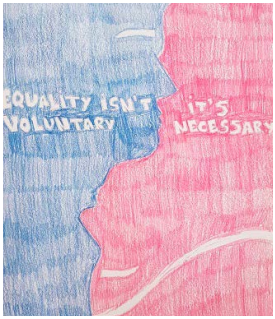
Gender Equality Matters

Tackling Gender-Based Violence

Into the last stretch

We are now well into the second year of the Gender Equality Matters project. The objectives of GEM are to raise awareness, change attitudes and to promote behaviour changes and aims to tackle gender stereotyping, gender-based bullying and gender-based violence. The target groups are school-aged children (10+), parents, teachers and school heads. When working together all targets groups will have the potential to challenge attitudes, values and behaviours across school systems, school surroundings, families and local communities.

The GEM-partnership is between Dublin City University (DCU – Ireland), Social Action and Innovation Center (KMOP – Greece), Research Group in Educational Technology/University of Murcia (GITE – Spain) and Fondazione Mondo Digitale (FMD – Italy) and the European School Heads Association (ESHA).



in this newsletter we present to you the latest news about the activities over the past 6 months and we will be looking forward into the future, most importantly the GEM conference in Dublin on the 11th and 12th of June.

General Update

Lesson materials for primary and secondary education and training materials for teachers, parents and trainers have been written and are being tested in Ireland, Greece and Spain. All partners are in the middle of organising training and dissemination events. Please feel free to have a look at all free materials that have been uploaded onto the GEM website. In particular the multimedia resources on https://www.genderequalitymatters.eu/toolkits/multimedia-resources/ and the MOOC on https://www.genderequalitymatters.eu/toolkits/massive-open-online-course-mooc/ are of great interest to parents, pupils, teachers and

school heads that are interested in subjects related to Gender Equality Matters.

News from Dublin City University (DCU)

DCU will organise the capstone conference of the GEM project, the culmination of the GEM project. The themes of the conference are gender stereotyping, gender-based bullying and gender-based violence (GBV). The keynote speakers are Prof. Kathleen Lynch, Prof. James O'Higgins-Norman, Dr. Anne Looney and Mr. Peter Dankmeijer.

The conference format includes poster, paper and workshop presentations along with a panel discussion. There will also be a showcase workshop of the classroom materials piloted in schools from the GEM project.

The conference will be held from Thursday June 11th, 2020, 5:00 PM – Friday, June 12, 2020, 6:00 PM IST at DCU Institute of Education, St Patrick's Campus DCU, D09DY00 Drumcondra, Ireland. More information can be found under Conference on www.genderequalitymatters.eu. This is a Free Conference to attend, please register at https://www.eventbrite.com/e/gem-conference-tickets-89747355757.

News from our Spanish partners

From the Research Group in Educational Technology of the University of Murcia (GITE – UM) we can present great advances. The educational intervention developed over 3 months has already ended. 13 teachers from 10 schools and approximately 200 students have participated. We have begun to digitize the data (qualitative and quantitative) extracted from the evaluation tools. The overall assessment of the project by all educational agents has been very positive.

We are very satisfied and proud with the work and involvement of the teachers who have carried out the project. We are very grateful for their enormous interest in working with their students in all the activities that we have proposed. Therefore, we can say that the GEM Project has completed its educational intervention in schools in Spain. It is when the time comes for us to work to analyze all the data in depth in order to improve our societies in favor of equality.

News from our Fondazione Mondo Digitale (FMD)

On December 7th 2019 Fondazione Mondo Digitale organised the first GEM teachers training involving secondary school teachers and educators. 8 hours of intense work with schools selected across Italy willing to counter gender stereotypes and gender-based bullying starting from the school context.

Respect, Rights, Dialogue: these are the three key words most often chosen by the students at the end of the training meetings envisaged by the European Gender Equality Matters (GEM) project, which involved the students of the first and second classes of the secondary schools in Italy.

In fact, interviews, focus groups and teachers' stories reveal the need for young people to face and clarify certain topics related to gender based bullying, to share experiences and understand how to respond and deal with cases of violence and inequality that occur within their classrooms.

Even for teachers, the course was a fundamental opportunity to discover the dynamics within their classes, often bringing to light cases of bullying and gender-based violence many times hidden or underestimated by students and teachers themselves.

News from Social Action and Innovation Center (KMOP)

In Greece, the implementation of the project is still in process with teachers, students and parents continuing the curriculum as well as the trainings into the school environment. Simultaneously for dissemination and exploitation of the project outcomes KMOP has been in touch with a director who will put on a theatre play/show under the aegis of KMOP to promote the Gender Equality Matters project.

News from European School Heads Association (ESHA)

ESHA participated in the LifeLong Learning Week that was held in Brussels from December 2nd – 6th 2019. We are particularly content that as a partner in LLL we were given the opportunity to highlight the GEM project in their session on Inclusion in Schools: from policy to practice on December 6th.

During the two-day ESHA General Assembly on 14th and 15th of February in Lisbon, ESHA presented the GEM project to the presidents of the ESHA member organisations. The event also included a workshop about the lesson materials.

In June ESHA will organise a one-day train-the-trainer session in Amsterdam. Please contact edwin.katerberg@esha.org in case you are interested in sharing your experiences on the subject of gender equality.

How much does participation in GEM cost?

Because this project is co-funded by Rights, Equality and Citizenship (REC) Programme of the European Union all GEM project materials that are generated are delivered free of cost and are for general use to the benefit of school leaders, educators, parents and pupils. Please keep an eye out on our website for national and international events, articles, information about national initiatives and projects, classroom and school resources and tools, training modules and manuals, and training workshops.

Why is my participation as a school head, teacher, parent, student or related professional needed?

Gender Equality is a subject that touches us all whether we are pupils, parents, family members, teachers, school staff or school heads. Therefore in case you are interested in lending your support to the GEM cause, we invite all school leaders, educators, parents and pupils to consult http://www.esha.org/esha-projects/ and www.genderequalitymatters.eu and to contact local GEM partners directly. Please consult https://www.genderequalitymatters.eu/partners/ for partner details.

We hope that you will participate actively and share your opinions on the GEM social media accounts on Twitter, Facebook and LinkedIn.

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This program is co-funded by the Erasmus+ Programme of the European Union.

ESHA 2020
School Leadership 2020+:
Trends & Challenges
21–24 October 2020 | Limassol, Cyprus

We are pleased to announce that the registration to the ESHA Biennial Conference is now open! The topic of this year is “School leadership in 2020+: trends and challenges for quality and inclusion”.

Visit the website of the event to register and for more information on the program, accommodation suggestions and useful tips for your travel. http://esha2020cy.eu/ We hope to see you in Cyprus!

The program contains:
Day 1: 21 October 2020: ESHA General Assembly Meeting
Day 2: 22 October 2020: Study Visits and guided tours
Day 3 & 4: 23 and 24 October 2020: Conference days at the Parklane Resort, Limassol

Next issue

OF THE ESHA MAGAZINE

WILL BE OUT IN JUNE 2020

The deadline for submitting an article for the next issue is Friday 29 May 2020.

Do you have interesting success stories?

A perfect programme?

Good experiences with the job shadowing project?

Liked a seminar you attended?

Have found a great solution everyone should know off?

Did you do research and found something great?

Found knowledge you have to share?

Found out something great?

An answer to all our questions?

Do you have an upcoming event you want everyone to know?

Something that shouldn't be missed?

A thing you have to go to?

A date which no one should forget?

Or do you want to read something about a certain theme?

Children's diversity

Coaching and mentoring school leaders

Hybrid integration

Inclusion

Social innovation

....

Please contact (luca.laszlo@esha.org) us so we can make great next issues of the ESHA magazine for you!

European School
Heads Association